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ABSTRACT

The document outlines and describes the Institutional Effectiveness measures and standards to be used by Texas' community and technical colleges in achieving their local and statutory missions. Performance expectations are outlined in the Texas Education Code, Criteria for Accreditation Southern Association of Colleges and Schools, Guidelines for Instructional Programs in Workforce Education, and Texas Academic Skills Program Policy Manual. The state-level Institutional Effectiveness process is based on seven critical success factors. Success factors 1 through 6 measure institutional characteristics, while success factor 7 is program specific. The success factors are as follows: Mission/strategic planning/institutional resources; Effective use of Perkins resources; Access/effectiveness of student services; Achievement; Continuing education/workforce development; Quality of academic areas; and Quality of workforce education programs. Each critical success factor is evaluated based on measures and standards. For example, the review of the institution's commitment to ensure quality planning and continuous improvement of programs as mandated by the Federal Perkins Act should measure the appropriateness of fund expenditure and the use of Perkins Basic Grant Funds for Workforce Education Program improvement efforts. Three components support Institutional Effectiveness efforts across the state: the Annual Data Profile, the Statewide Factbook, and the College Profiles; the On-Site Peer Review; and the Annual Institutional Self-Evaluation. (JA)

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State-Level Institutional Effectiveness Process for Texas Community and Technical Colleges

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Texas Higher Education Coordinating Board
Community and Technical Colleges Division
Austin, Texas

Effective Date: September 2000

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The Institutional Effectiveness process is a comprehensive approach for verifying the effectiveness of Texas' community and technical colleges in achieving their local and statutory missions. It provides for the systematic use of evaluation results to continuously improve institutional performance and programs.

In Texas, expectations are placed on the Coordinating Board by the Texas Legislature, Governor, and the federal government, as outlined in the following documents:

- $ Texas Education Code, Section 61.051;
- $ Perkins Vocational and Technical Education Act of 1998 (U.S. Public Law 105-332)

Performance expectations for Texas' community and technical colleges are outlined in:

- $ Texas Education Code, Sections 130.003 and 135.01;
- $ *Criteria for Accreditation Southern Association of Colleges and Schools (SACS);*
- $ *Guidelines for Instructional Programs in Workforce Education;*
- $ *Texas Academic Skills Program Policy Manual*

The purpose of this state-level evaluation is:

- $ Continuous improvement of Texas' community and technical colleges in response to state and federal goals and higher education mandates, including workforce education and training.
- $ Accountability to the citizens of the state, Texas Legislature, Governor, and to the U.S. Department of Education for public expenditures.
- $ Demonstration of the quality and responsiveness of Texas' community and technical college programs and services to developing a well-educated citizenry and highly trained workforce.

Three components support Institutional Effectiveness efforts across the state:

- $ The Annual Data Profile, the Statewide Factbook and the College Profiles summarize and analyze data reported by Texas public community and technical colleges relating to state-level goals and federal reporting requirements.

- $ The On-Site Peer Review provides for program review and analysis of trends toward state and institutional goals. It requires a college site visit by a review team of Coordinating Board staff and peers from other Texas community and technical colleges. These visits are conducted on a four-year cycle.

- $ The Annual Institutional Self-Evaluation is a required component of the annual application for Federal Perkins Act funds. It requires community and technical colleges to provide data on statewide goals and program-level assessment.

If you have any questions about the material presented in the Institutional Effectiveness area, please contact Irma Berry, Assistant Director, Institutional Effectiveness,
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INSTITUTIONAL EFFECTIVENESS MEASURES AND STANDARDS FOR TEXAS COMMUNITY AND TECHNICAL COLLEGES

The state-level Institutional Effectiveness process for Texas community and technical colleges is based on seven critical success factors. Each critical success factor is evaluated based on measures and standards. Success factors I through VI measure institutional characteristics, while success factor VII is program specific.

I. MISSION/STRATEGIC PLANNING/INSTITUTIONAL RESOURCES

Review of the institution=s commitment and planning efforts to fulfilling the statutory mandates for community and technical colleges and to meeting the unique needs of the college=s service area.

II. EFFECTIVE USE OF PERKINS RESOURCES

Review of the institution=s commitment to policies and procedures to ensure quality planning and continuous improvement of programs as mandated by the Federal Perkins Act.

III. ACCESS/EFFECTIVENESS OF STUDENT SERVICES

Review of the institution=s commitment to provide access and services to students with diverse educational, social, and workforce development needs.

IV. ACHIEVEMENT

Review of the institution=s commitment to attaining high-quality performance of students, programs, and services.

V. CONTINUING EDUCATION/WORKFORCE DEVELOPMENT

Review of the institution's commitment to providing quality continuing education and workforce development.

VI. QUALITY OF ACADEMIC AREAS

Review of the institution=s performance in meeting or exceeding standards of excellence in providing academic programs and services, including library resources, transfer facilitation, and developmental education.

VII. QUALITY OF WORKFORCE EDUCATION PROGRAMS

Review of the institution=s performance in meeting or exceeding standards of excellence in providing workforce education programs, including placement of program graduates, equipment and facilities, linkages to schools, business and industry, and advisory committee activities.

I. MISSION/STRATEGIC PLANNING/INSTITUTIONAL RESOURCES

1. Quality of College

A. Measure: College Purpose, Mission and Role
Standard: Published mission statement addresses all statutory requirements [Texas Education Code Section 61.0511, 130.003(e), 130.0011, 135.01]

B. Measure: SACS Accreditation
Standard: Candidacy, accreditation, and/or reaffirmation of accreditation

Date of last SACS accreditation visit:____/__/____

Current SACS status:
_____ Candidate
_____ Accredited
_____ Reaffirmed
_____ Reaffirmed after review for substantive change
_____ Reaffirmed with warning
_____ Reaffirmed with probation
_____ Loss of accreditation
_____ Other

C. Measure: Graduate Guarantee
Standard: Graduate Guarantee for all technical programs (A.A.S. degrees and certificates) in place and published

[Coordinating Board requirement to support Perkins Performance Measure VIII (student satisfaction)]

D. Measure: Institutional Effectiveness
Standard: System in place to monitor and demonstrate continuing improvement that includes all of the following:

_____ Institutional effectiveness plan/strategic plan with measurable outcomes
_____ Program evaluation plan
_____ Improvement plan for administering Perkins annual application
_____ Documented application of evaluation results to show improvement of outcomes

[Coordinating Board Rules 10.21(a)(1) and PL 105-332]

E. Measure: Faculty Qualifications
Standard: Compliance with SACS criteria

Total faculty by highest degree held: (Fall 1999)

_____ No degree
_____ Certificate only
_____ Associate=s Degree
_____ Bachelor=s Degree
_____ Master=s Degree
_____ Doctoral Degree
_____ Total

Source: CBM008

F. Measure: Official College Publications
Standard: College publications are accurate and consistent in describing the institution

Catalog or other publications must contain:

_____ Entrance requirements and procedures
_____ Policy for transfer admission
_____ Rules of student conduct
_____ Academic calendar
_____ Degree completion requirements
_____ Program requirements
_____ Full-time faculty and degrees held
_____ Cost and financial obligations
_____ Refund policies
_____ Advising procedures
_____ General TASP requirements
_____ Transfer-dispute resolution policy

G. Measure: Instructional Effectiveness
Standard: System in place to formally evaluate instructional effectiveness and apply results to improve outcomes

_____ Current, thorough, and clear syllabi (required to meet standard)
_____ Use of student assessments and supervisor/peer observations (required to meet standard)
_____ Curriculum review process (required to meet standard)
_____ Faculty development plans to stay current in field or address educational issues and trends
_____ Use of teaching portfolios
_____ Extracurricular faculty involvement with students (advise, counsel, club sponsorship) to improve learning climate
_____ Implementation and integration of current technology as defined by the college=s educational technology plan
_____ Other (describe in comments)

Note: Exceeds standard if five (5), including the required items, or more are present

H. Measure: Professional Development Activities
Standard: Systematic method for identifying and meeting professional development needs of college employees in place that includes at least five (5) of the following:

_____ Improving career counseling/job placement assistance
_____ Addressing differences in learning styles of students
_____ Addressing special needs of special populations
_____ Staying current in academic or technical field, including participation in business and industry partnerships
_____ Integrating academic and technical curricula
_____ Overcoming cultural bias
_____ Improving teaching performance, including use of active learning strategies
_____ Use of technology instruction
_____ Complying with the policies and mission of the college
_____ Providing technical support for the development of courseware (e.g. instructional telecommunication defined in Coordinating Board Rules Chapter 5, Subchapter H) and technology-based instruction materials
_____ Other (list)

Note: Exceeds standard if six (6) or more are present.

I. Measure: Distance Education
Standard: 100% compliance with Coordinating Board Rules 5.153 (a)-(e) and (g)-(i)

_____ Quality of distance learning instruction is comparable to quality of on-campus instruction
_____ All credit courses and courses awarding Continuing Education Units for distance learning comply with SACS standards
_____ Admission requirements to institution, program, and class/section of students enrolled in distance learning are the same as for on-campus students
_____ Faculty providing distance learning instruction are selected and evaluated using the same standards used for on-campus faculty
_____ Institution provides training and support to enhance the added skills required of faculty teaching classes via instructional telecommunications
_____ Instructor of record participates in the delivery of instruction and evaluation of student progress
_____ Distance learning instruction is administered and supervised by the same office or person administering the corresponding on-campus instruction with comparable evaluation processes
_____ Students enrolled in distance learning instruction have access to academic support services (academic advising, counseling, library and other learning resources, tutoring services, financial aid) that are comparable to those available for on-campus students
_____ Facilities for distance learning instruction (other than student homes as instructional television reception sites) are adequate for the purpose of delivering instruction which is comparable in quality to on-campus instruction

2. Institutional Resources

A. Measure: Fiscal Accountability
Standard: College meets state audit requirements

_____ Annual Audit filed _____ (Date)
_____ Recommendations addressed

B. Measure: Financial Resources
Standard: College meets SACS criteria

II. EFFECTIVE USE OF PERKINS RESOURCES

1. Effective Use of Perkins Resources to promote program quality improvement

A. Measure: Funds Expended Appropriately
Standard: Current funds must be expended for allowable costs. Time and effort reports are well documented. Perkins and institutional funds are not commingled

B. Measure: Use of Perkins Basic Grant Funds for Workforce Education Program Improvement Efforts
Standard: Perkins funds are used to improve workforce education programs in one or more of the following required use of funds:

_____ Strengthen the academic and technical components of workforce education programs through the integration of academics with workforce education programs through a coherent sequence of courses
_____ Provide students with strong experience in and understanding of all aspects of an industry
_____ Develop, improve, or expand the use of technology in workforce education
_____ Provide professional development programs to teachers, counselors, and administrators
_____ Develop and implement evaluations of the workforce education programs, including an assessment of how the needs of special populations are being met
_____ Initiate, improve, expand, and modernize quality workforce education programs
_____ Provide services and activities that are of sufficient size, scope, and quality to be effective
_____ Link secondary vocational and technical education and postsecondary workforce education, including implementing Tech-Prep programs

[Ref: PL 105-332 Section 135]

III. ACCESS/EFFECTIVENESS OF STUDENT SERVICES

1. Access to College and Services

A. Measure: Access and Equity of Women and Minorities
Standard: Proportion of women and minorities in all workforce education enrollment is comparable (± 5%) to overall college enrollment or shows improvement compared to overall college enrollment

College Enroll 1997-98	WE Enroll 1997-98	College Enroll 1998-99	WE Enroll 1998-99	
_____	_____	_____	_____	Total
_____	_____	_____	_____	Male
_____	_____	_____	_____	Female
_____	_____	_____	_____	White
_____	_____	_____	_____	African-American
_____	_____	_____	_____	Hispanic
_____	_____	_____	_____	Asian/Pacific Islander
_____	_____	_____	_____	Native American
_____	_____	_____	_____	International
_____	_____	_____	_____	Economically Disadvantaged

Source: CBM001, CBM00A

B. Measure: Access to Student Support Services
Standard: Available student support services are accessible to special population students

_____ Career planning and counseling
_____ Learning resources
_____ Special services (transportation, child care, etc.)
_____ Job placement services
_____ Basic Skills assessment
_____ Developmental classes/services
_____ Information for special populations

C. Measure: Office of Civil Rights (OCR) Compliance
Standard: Full OCR compliance
_____ Admissions forms to college/programs/employment are free of discrimination
_____ Public notice of nondiscrimination
_____ Nondiscrimination statement on all publications
_____ Grievance procedures for student/employees are available
_____ Counseling services and recruitment of students are free from discrimination
_____ Employment resources of faculty/staff/students are free from discrimination
_____ Facilities/program accessibility for students with disabilities
_____ Other (describe in comments)

2. Effectiveness of Student Services

A. Measure: Assessment and Remediation of Students

Standard: All students are assessed and remediated as required by law and CB rules (assessment instruments may include any of the Board=s designated alternatives to the TASP test)

Note: Exceeds standard if all students are assessed and remediation is supplied to students in TASP-waived programs.

B. Measure: Career Development/Job Placement Services
Standard: Documentation of student use is evident for both of the following:

_____ Career information/career development services/resources
_____ Job placement services

C. Measure: Student Satisfaction with Student Services
Standard: Periodic survey of student satisfaction is conducted and results are applied to improve all of the following:

_____ Career exploration and job placement services
_____ Academic advising
_____ Student counseling services
_____ Financial aid services

D. Measure: Identification of Exemplary Student Services (Optional)
Standard: Student services meet the standard in II (Effectiveness of Student Services) Measures A. through C. and there is documented evidence that all of the criteria for Exemplary Career Guidance and Counseling Programs as identified by appropriate national professional organizations are present

Option I - Criteria for exemplary programs identified by an appropriate national organization, i.e., the National Association of State Career Development/Guidance Supervisors (NASCD/GS) and the American Vocational Association (AVA) are met:

_____ Assist students to increase self-knowledge and self-advocacy
_____ Assist students in educational and occupational exploration
_____ Assist students in career planning, preparation, and transition
_____ Faculty involvement in career guidance and counseling
_____ Collaboration with other agencies
_____ Collaboration with businesses or industry
_____ Administration has established policies to support student service programs
_____ Facilities where student services program is housed are adequate
_____ Program has plans for adequate financial support
_____ Guidance personnel are qualified (work experience, education, credentials)
_____ Professional development activities are utilized to keep staff current

or

Option II - Criteria for exemplary programs as identified by other national professional organizations are met (describe)

Name of professional organization

_____

Criteria of professional organization met by college

_____
_____
_____
_____
_____

IV. ACHIEVEMENT

1. Persistence, Remediation and Graduation

A. Measure: Completion Rates for Full-time Students not Receiving Remediation
Standard: 30% of full-time first-time-in-college students not receiving remediation receive a degree or certificate or transfer within three (3) years

Number	Percent	
_____	_____	All full-time first-time-in-college students (Fall 1996) not receiving remediation
_____	_____	Still enrolled at original institution (Fall 1999)
_____	_____	Graduated from any Texas public 2-year institution (1996-97, 1997-98, 1998-99)
_____	_____	Transfer to other Texas public 2-year institution
_____	_____	Transfer to a Texas public 4-year institution
_____	_____	Graduated from any Texas public 2-year institution or transferred to any Texas public institution or persisting at original institution
_____	_____	**Graduated from any Texas public 2-year institution or transferred to a Texas public 2-year or 4-year institution**

NOTE: Categories are not mutually exclusive. The last category (bold) is used for determining if the institution meets the standard.

Source: CBM001, CBM002, CBM009

B. Measure: Completion Rates for Full-time Students Receiving Remediation
Standard: 30% of full-time first-time-in-college students receiving remediation receive a degree or certificate or transfer within four (4) years

Number	Percent	
_____	____	All full-time first-time-in-college students (Fall 1995) receiving remediation
_____	____	Still enrolled at original institution (Fall 1999)
_____	____	Graduated from any Texas public 2-year institution (1995-96, 1996-97, 1997-98, 1998-99)
_____	____	Transfer to other Texas public 2-year institution
_____	____	Transfer to a Texas public 4-year institution
_____	____	Graduated from any Texas public 2-year institution or transferred to any Texas public institution or persisting at original institution
_____	____	**Graduated from any Texas public 2-year institution or transferred to a Texas public 2-year or 4-year institution**

NOTE: Categories are not mutually exclusive. The last category (bold) is used for determining if the institution meets the standard.

Source: CBM001, CBM002, CBM009

C. Measure: Completion Rates for Part-time Students not Receiving Remediation
Standard: 15% of part-time first-time-in-college students not receiving remediation receive a degree or certificate or transfer within five years

Number	Percent	
_____	____	All part-time first-time-in-college students (Fall 1994) not receiving remediation
_____	____	Still enrolled at original institution (Fall 1999)
_____	____	Graduated from any Texas public 2-year institution (1994-95, 1995-96, 1996-97, 1997-98, 1998-99)
_____	____	Transfer to other Texas public 2-year institution
_____	____	Transfer to a Texas public 4-year institution
_____	____	Graduated from any Texas public 2-year institution or transferred to any Texas public institution or persisting at original institution
_____	____	**Graduated from any Texas public 2-year institution or transferred to a Texas public 2-year or 4-year institution**

NOTE: Categories are not mutually exclusive. The last category (bold) is used for determining if the institution meets the standard.

Source: CBM001, CBM002, CBM009

D. Measure: Completion Rates for Part-time Students Receiving Remediation
Standard: 15% of part-time first-time-in-college students receiving remediation receive a degree or certificate or transfer within seven (7) years

Number	Percent	
_____	____	All part-time first-time-in-college students (Fall 1992) receiving remediation
_____	____	Still enrolled at original institution (Fall 1999)
_____	____	Graduated from any Texas public 2-year institution (1992-93, 1993-94, 1994-95, 1995-96, 1996-97, 1997-98, 1998-99)
_____	____	Transfer to other Texas public 2-year institution
_____	____	Transfer to a Texas public 4-year institution
_____	____	Graduated from any Texas public 2-year institution or transferred to any Texas public institution or persisting at original institution
_____	____	**Graduated from any Texas public 2-year institution or transferred to a Texas public 2-year or 4-year institution**

NOTE: Categories are not mutually exclusive. The last category (bold) is used for determining if the institution meets the standard.

Source: CBM001, CBM002, CBM009

E. Measure: Retention Rates from Fall to Spring of Full-time First-time-in-college Students (taking ≥12 Semester Credit Hours [SCH])

Standard: Retention from Fall to Spring of students who did and did not receive remediation is not more than five percentage points below the state average
or
meets Perkins Standard of 70%

1) Full-time (≥12 SCH) first-time-in-college (FTIC) students (Fall 1998) who returned the following Spring

Fall 1998	Spring 1999	Percent Returning	**State Average**
____	____	_____	_____

2) Full-time FTIC students (Fall 1998) who required remediation in the Fall and who returned the following Spring

Fall 1998	Spring 1999	Percent Returning	**State Average**
____	____	_____	_____

3) Full-time FTIC students (Fall 1998) who did not require remediation in the Fall and who returned the following Spring

Fall 1998	Spring 1999	Percent Returning	**State Average**
____	____	_____	_____

Source: CBM001, CBM002

F. Measure: Retention from Fall to Spring of Part-time First-time-in-college Students (taking six to 11 Semester Credit Hours [SCH])

Standard: Retention from Fall to Spring of part-time students who did and did not receive remediation is not more than five percentage points below the state average
or
meets Perkins Standard of 50%

1) Part-time (6-11 SCH) first-time-in-college (FTIC) students (Fall 1998) who returned the following Spring

Fall 1998	Spring 1999	Percent Returning	**State Average**
_____	_____	_____	_____

2) Part-time (6-11 SCH) FTIC students (Fall 1998) who received remediation in the Fall and who returned the following Spring

Fall 1998	Spring 1999	Percent Returning	**State Average**
_____	_____	_____	_____

3) Part-time (6-11 SCH) FTIC students (Fall 1998) who did not receive remediation in the Fall and who returned the following Spring

Fall 1998	Spring 1999	Percent Returning	**State Average**
_____	_____	_____	_____

Source: CBM001, CBM002

2. Student Outcomes

A. Measure: Course Completion
Standard: Percentage of contact hours completed is not more than five percentage points below the state average (Fall 1998)

Acad	Tech (SCH)	Workforce Cont Ed	
____	____	_____	Contact hours on 12th class day or official census date
____	____	_____	Contact hours at end of reporting period
____	____	_____	Percent of contact hours completed
____	____	_____	**State average - Percent of contact hours completed**

Source: CBM004, CBM006, CBM00C

B. Measure: 15 Graduates Over Three Year Period
Standard: 90% of all active workforce education programs produce 15 graduates over three years (except new programs which received CB approval or were first offered within last three years)

_____ Total active programs
_____ Number of new programs producing less than 15 graduates
_____ Total programs evaluated

_____ Number of programs meeting standard
_____ Percent of programs meeting standard

Note: In future, documentation on students who do not graduate but who gain skills that lead to employment or advancement in positions related to their training can have a positive impact on the program status rating for those programs that do not meet this standard. When a state-wide system is developed with the participation of business and industry to formally and consistently recognize such marketable skills achievement, those positive program outcomes will be incorporated into the compliance requirements for this standard.

Source: CBM009

C. Measure: 85% Placement of Workforce Education Program Graduates within One Year of Graduation
Standard: 100% compliance for all workforce education programs producing graduates (three year average), except new programs

_____ Total active programs
_____ Number of programs producing no graduates and/or new programs with less than 85% placement rate
_____ Total programs evaluated

_____ Number of programs meeting standard
_____ Percent of programs meeting standard

Note: Incarcerated students are not counted in the calculations for this measure.

Source: Automated Student and Adult Learner Follow-Up System and CB 116

D. Measure: Technical (SCH) Non-Completers/Non-Returners* Employed or Pursuing Additional Education

Standard: Percent of non-completers/non-returners who are employed or pursuing additional education is not more than five percentage points below the state average

Total Non-Completers/ Non-Returners 1997-98	Employed Only 1997-98	Additional Education Only 1997-98	Empl and Educ 1997-98	Successful Outcomes Number 1997-98	%
_____	_____	_____	_____	_____	
				State Average	**%**
				_____	___

*Does not include students who graduated.
Source: Automated Student and Adult Learner Follow-Up System

E. Measure: Licensure Pass Rate
Standard: 90% of students tested on a specific licensure exam pass (Perkins Standard)
or
the percentage of students who take licensure exams and pass is not more than 5% below state average for last 3 years for the specific licensure exam

_____ Number of programs having licensure exams
_____ Number of programs meeting standard

V. CONTINUING EDUCATION/WORKFORCE DEVELOPMENT

A. Measure: Workforce Development Efforts*
Standard: College efforts to support the needs of the local industry are evidenced by:

1. Number served (duplicated):

_____ Companies served through current contract or tuition agreements (to be provided by college)
_____ Technical course enrollments (academic year 1998-99)
_____ Enrollments in courses not funded by Coordinating Board (academic year 1998-99 to be provided by college)
_____ CEU course enrollments (academic year 1998-99)

2. System to measure effectiveness of workforce development is in place and used

*Includes all Workforce Education (SCH, CEU) and workforce training efforts
Source: CBM004, CBM00C, College records

B. Measure: Adult Literacy
Standard: College shows documented evidence of serving literacy needs in the college district (either through college efforts or collaboration with other entities) offering ABE, GED, ESL, Workforce Literary programs

C. Measure: Quality of State-Funded Continuing Education Courses
Standard: Quality of state funded CEU courses is documented based on the following SACS criteria (SACS Continuing Education Guidelines 5th ed., 1994):

_____ Identifiable office with designated professional staff in place
_____ Supportive learning environment is provided through appropriate facilities, materials, equipment, and support services
_____ CEU transcripts
_____ Each course:

1. is based on educational need
2. has clear written learning outcomes
3. employs qualified personnel planning and conducting instruction
4. has content and instructional methods consistent with learning outcomes

_____ A system of monitoring course outcomes is in place and used

VI. QUALITY OF ACADEMIC AREAS

A. Measure: Library Resources
Standard: Compliance with SACS criteria as evidenced by:

_____ Access to a broad range of learning resources
_____ Orientation program for students to use learning resources
_____ Opportunity for students to learn how to access information in different formats
_____ Maintain adequate hours
_____ Learning resources cataloged and organized
_____ Convenient and effective access to all learning resources
_____ Adequate physical facilities
_____ Evidence of incorporating technology advances into learning resource operations
_____ Adequate staffing by qualified professionals
_____ Regular and systematic evaluation of learning resources, holdings, and policies

B. Measure: Core Curriculum of Associate Degrees (A.S. and A.A. only)*
Standard: The college has incorporated a core curriculum of at least 42 SCH into each academic degree plan, unless a smaller core curriculum component is specified in a statewide field of study curriculum

*Not applicable for colleges in the TSTC system.

C. Measure: Transfer Facilitation*
Standard: The following items are in place to facilitate transfer (100% compliance):

____ Transfer dispute resolution policy published in catalog
____ The college's transfer policies are published and made available to students

* Not applicable for colleges in the TSTC system.

D. Measure: Transfer Student Success*
Standard: System to document success of transfer students at transfer institution is in place and monitored. Coordinating Board and University data is acceptable, e.g. Community College Transfer Rate Study

* Not applicable for colleges in the TSTC system.

E. Measure: Developmental Programs
Standard: Basic skills programs in reading, writing, and math are present, and the college has a system in place to track compliance with the 27 SCH limit

Note: Exceeds standard if college offers well-rounded developmental education program (study skills, ESL, etc.) utilizing a variety of instructional methods (e.g. lab support, tutoring, etc.).

F. Measure: Developmental Student Success
Standard: A system to track the success of developmental students is in place and used to improve programs

Note: Exceeds standard if college has developed a comprehensive tracking system that is well-documented and used to improve the programs.

VII. **QUALITY OF WORKFORCE EDUCATION PROGRAMS** (This section applies to each individual workforce education program.)

1. Quality of Programs - Part A

A. Measure: 15 Graduates Over Three Year Period
Standard: 100% compliance (except new programs)
Graduates for last three years:

CIP Code	1996-97	1997-98	1998-99	Total

_____ Not applicable - Program received CB approval or was first offered within last three years and total number of graduates is less than 15

Note 1: Program meets standard if "not applicable" is checked.
Note 2: In future, documentation on students who do not graduate but who gain skills that lead to employment or advancement in positions related to their training can have a positive impact on the program status rating for those programs that do not meet this standard. When a state-wide system is developed with the participation of business and industry to formally and consistently recognize such "marketable skills achievement," those positive program outcomes will be incorporated into the compliance requirements for this standard.

Source: CBM009

B. Measure: Placement of Program Graduates Over Three Year Period
Standard: 85% of program graduates are placed within one year of graduation

Graduates employed or pursuing additional education:

Year	CIP Code	Total Grads *	Successful Number	Outcomes %
1995-96		_____	_____	_____
1996-97		_____	_____	_____
1997-98		_____	_____	_____
Total		_____	_____	_____

_____ Not applicable - Program received CB approval or was first offered within last three years and placement rate is less than 85%

Note 1: Program meets standard if "not applicable" is checked.
Note 2: Exceeds standard if 3-year average placement rate is 95% or greater. Special provisions will be made for programs with less than 10 completers.

*Unduplicated, may not match CBM009 data and excludes incarcerated
Source: Automated Student and Adult Learner Follow-Up Systems and CB116

C. Measure: Licensure Pass Rate
Standard: 90% of students tested on a specific licensure exam pass (Perkins Standard)
or
the percentage of students who take licensure exams and pass is no more than 5% below state average for last three years for the specific licensure exam

Note: Exceeds standard if pass rate is 95% or greater.

D. Measure: Professional Program Credentials
Standard: Program with professional credentialing requirements has documentation that it meets the standards of the respective credentialing agency

_____ Program holds mandatory licensure
_____ Program holds professional accreditation, certification, or registration customary for programs in that discipline

Note: Program exceeds standard if it holds extra accreditation, certification, or registration above what is customary in that discipline.

2. Quality of Programs - Part B

A. Measure: Compliance with THECB Workforce Education Guidelines
Standard: 100% compliance for AAS and Certificate Awards

_____ _____ Curriculum linked to business and industry
_____ _____ SCANS matrix
_____ _____ SCANS listed in course syllabi
_____ _____ Capstone External Learning experience
_____ _____ Program length
_____ _____ Converted to WECM standards according to guidelines

B. Measure: General Education Requirements
Standard: 100% of all associate degrees have at least 15 SCH of general education, and meet current SACS criteria

Note: Meets standard if program consists of certificate only.

C. Measure: Faculty Support
Standard: Number of faculty is adequate to support the program (one full-time instructor with primary responsibility in each program area)

D. Measure: Equipment and Facilities
Standard: Equipment and facilities meet business and industry standards and are adequate and appropriate to support the program

E. Measure: Budget Adequacy
Standard: Budget is adequate to support the program

F. Measure: Linkages and External Agreements with Schools and Universities
Standard: Program has at least one (1) agreement in place and is pursuing others as appropriate

AAS	Cert	
_____	_____	2+2(+2), 1+1
_____	_____	Tech-Prep
_____	_____	Advanced placement
_____	_____	University transfer
_____	_____	Inverted degree plans
_____	_____	Other (describe in comments):

Note: Exceeds standard if four or more are present.

3. Quality of Programs - Part C

A. Measure: Business and Industry Partnerships
Standard: Active involvement with business/industry and documented evidence of at least two (2) of the following affiliations:

_____ Agreements for sharing facilities, equipment, labs, etc.
_____ Internships/apprenticeships/co-op/practicum/clinical
_____ On-site training for faculty at business/industry worksites
_____ Contractual agreements with business/industry
_____ College representation on Local Workforce Development Board
_____ Other (describe under comments):

Note: Exceeds standard if four (4) or more are present.

B. Measure: Integrating Academic/Technical Education
Standard: Program must include writing and use of computers

_____ Program includes writing (required)
_____ Program includes use of computers (required)
_____ Academic courses in the curriculum
_____ Identification, teaching, and assessment of critical thinking, problem solving, and communication skills
_____ Technical applications included in academic courses
_____ Other (describe under comments):

Note: Exceeds standard if five (5) or more are present.

C. Measure: Employer and Student Satisfaction
Standard: College measures and documents employer and student satisfaction and uses results for program improvement

At least two (2) of following are available:

_____ Documentation of Advisory Committee satisfaction with program
_____ Student survey
_____ Employee survey
_____ Other

Optional interview with students may be conducted for this measure. Please note any student observations in the comments/justification section

Note: Exceeds standard if three (3) or more are present.

D. Measure: Advisory Committee Membership
Standard: Membership reflects diversity of occupational field (gender, ethnicity, large and small employers) and is chaired by business/industry member

E. Measure: Advisory Committee Activities
Standard: Advisory Committee meets at least once per academic year; maintains written minutes in format similar to that outlined in GIPWE reflecting industry involvement; advises on curriculum matters and encourages opportunities for increasing under-represented populations in the program

Note: Exceeds standard if committee meets at least twice per academic year, activities are well documented, and appropriate format is used.

F. Measure: Determination of Ongoing Program Need
Standard: Meets standard if need based on at least two (2) of the following:

_____ Industry Advisory Committee
_____ Local and/or regional labor market data
_____ National and/or state labor market trend data
_____ Graduate placement rate meets standard
_____ Other (describe under comments):

Note: Exceeds standard if four (4) or more are present.

G. Measure: Identification of Exemplary Program
Standard: Program meets all and exceeds at least five (5) standards on this form and one (1) of the following is evident

_____ Program has received local, state, or national recognition or other awards or commendations
_____ Program should be rated exemplary for reasons noted under comments (detailed comments required)

Note: New programs are not eligible for EP status until graduate and placement statistics are available.

The Texas Higher Education Coordinating Board does not discriminate
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